



SEND Information Report 2026-2027

SEPTEMBER 2026

KENNALL VALE SCHOOL

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- SENDCo

Special Educational Needs and Disabilities (SEND) Information Report (School Offer) 2023-2026

An Overview of Kennall Vale School

Kennall Vale School is an inclusive primary school with 124 children on roll from Reception to Year 6. All staff and governors at KVS recognise that all children are entitled to an education that enables them to make progress so that they can

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. KVS seeks to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEND are valued, respected and are equal members of the school community.

Staff and governors at KVS understand that children may have special educational needs either throughout, or at any time during, their primary education. This SEND Information report will outline how curriculum planning, assessment and pastoral support for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

Our SEND Information Report has been written in-line with the statutory requirements of:

- The DFE Special Educational Needs and Disability Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Part 3 of the Children and Families Act 2014

Kennall Vale School supports children with a wide range of SEN as outlined in the ‘Special educational needs and disability code of practice: 0 to 25 years’ (pg. 97-98, 2014) SEND Code of Practice.

What are the main areas of SEND which my child may need support with?

AREA OF NEED	DEFINITION
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Barriers to learning can include difficulties with:	• Active listening and following instructions, independence • Retaining information presented verbally (poor working memory) • Maintaining and forming social connections • Understanding and empathising with the emotions of others □ Understanding spoken language • Communicating for social purposes in ways that are appropriate for the particular social context • Responding to verbal and non-verbal interactions and cues initiated by others • Showing empathy or consideration for the feelings of others before speaking/behaving

Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) , severe learning difficulties (SLD) , where children are likely to need support in all areas. Specific learning difficulties (SpLD), affect one or more specific aspects of learning . This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia .
Barriers to learning can include difficulties with:	• Difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress and access to the curriculum • Needing frequent adults support to access learning • Difficulty understanding, learning and applying new skills.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD) , attention deficit hyperactive disorder (ADHD) or attachment disorder .
Barriers to learning can include difficulties with:	• Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling • Maintaining attention and maintaining appropriate behaviour during lessons • Anxiety and may withdraw from social situations • Displaying challenging behaviour, e.g., refusal to follow instructions, aggression, damage to property

Sensory and Physical and/or Medical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. All staff and governors are aware of the duty Kennall Vale School has to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children also have SEND, their provision is planned and delivered in a coordinated way alongside their healthcare plan.
Barriers to learning can include difficulties with:	☐ Processing verbal instructions and receptive language ☐ Social communication and group working ☐ Making and maintaining friendships ☐ Language delay ☐ Fatigue ☐ Environmental and spatial awareness ☐ Independence ☐ Accessing resources

SPLD Specific Learning Difficulty (this may include Dyslexia, Dyspraxia Dyscalculia)

MLD Moderate Learning Difficulty

SLD Severe Learning Difficulty

PMLD Profound and Multiple Learning Difficulty

SEMD Social, Emotional and Mental Health Difficulties
SLCN Speech, Language and Communication
ASD/C Autistic Spectrum Disorder/Condition
VI Visual Impairment
HI Hearing Impairment
MSI Multi-Sensory Impairment
PD Physical Difficulty
OTH Other Difficulty / Disability

The wider Cornwall Local Offer sets out the services available to children and young people with Special Educational needs and/or Disabilities (SEND) in the local authority, aged 0 -25. This includes education, health, leisure and social care. To access the Local Offer follow this link: www.cornwalllocaloffer.co.uk

What should I do if I think my child has Special Educational Needs?

Kennall Vale school has an open door policy and welcomes parents/carers to share information about their children. If you are a parent/carer and have a concern regarding an area of your child's development or attainment, we encourage you to meet with your child's class teacher in the first instance.

Following on from this initial meeting, a further meeting may be arranged between parent / carer and Kennall Vale School's SENDCo. Discussions will include information gathering and identifying the next steps to best support your child within their area of need. Where appropriate, the class teacher will communicate with other school staff to ensure the effective implementation of agreed actions. In some cases, additional referrals to local authority services may be discussed. Please note, your GP is often also a key contact when discussing your concerns.

After a six to eight-week period of review, it may be decided that a special educational provision is required. This will then include formal SEN Support targets using the school's 'Individual Provision Map' (IPM) document in consultation with the pupil, pupil's parent/carer, class teacher and SENDCo.

How does the school identify Special Educational Needs?

Pupils may be identified as needing additional support during class observations or progress meetings. Additionally, if a member of staff has concerns despite the consistent and responsive implementation of in class support, they can raise their concerns with the SENDCo. The SENDCo will then carry out additional and more focused observations to gather more information. At this stage, the class teacher and SENDCo will reflect on the impact of the environment, routines and in class support in the context of what is happening in the child's wider life and make reasonable adjustments to address priority areas of need. If regular monitoring suggest that a pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs along with the SENDCO. Following this, the class teacher, support staff and parents/carers work with the SENDCO in order to decide if, or how, additional provision is implemented.

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'Individual Provision Map' (IPM) document in consultation with the pupil, pupil's parent/carer, class teacher and SENDCo.

Initial identification is the responsibility of the class teacher, unless the child comes from another school with identified needs. The teacher identifies pupils whose progress:

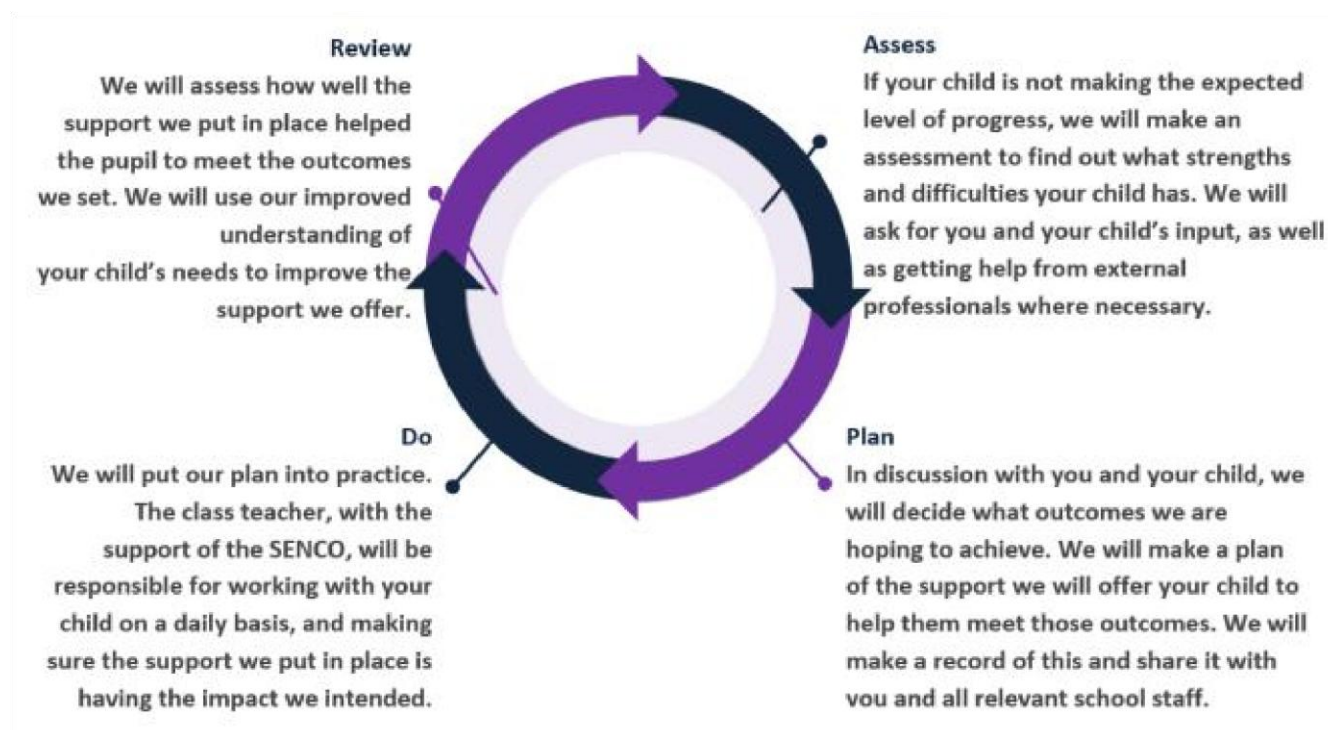
1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

At Kennall Vale School the first response to such progress is high quality teaching targeted at the specific area for development e.g. a child may have work further differentiated within their English group or be placed in an intervention group for a measurable period of time. Where progress continues to be less than expected following a time specific intervention, the child may be referred to external professionals or be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN register so that we can better monitor their progress. If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational needs and the help they will get to meet their needs.

How will school measure my child's progress?

At Kennall Vale School we follow the graduated approach to supporting pupils with SEND. The graduated approach is a four-part cycle of Assess, Plan, Do, Review (APDR). As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This

process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the child's targets, strategies and provisions will be revisited and amended.



When and how do you evaluate the effectiveness of the provision made for children and young people with SEN?

We monitor the quality and impact of this provision through meetings and performance management reviews with teachers, 1:1 support and other support staff. Drop in and timetabled monitoring sessions, book looks, weekly SEND section in staff meetings, termly review meetings with SENDCo, parents, teachers and children, termly SEND Governor meetings which includes Pupil Voice.

How does Kennall Vale School ensure staff can support my child appropriately?

All staff training is on-going to support the needs of the pupils in Kennall Vale School and is based on the main area of need. All staff have First Aid training (including EIPEN), Emotion Coaching training, Price training and most staff receive Hearing Awareness training with annual updates and training for staff who work directly with children with a hearing impairment. Two members of staff have Elklan Speech, Language and Communication Needs training accreditations. The impact of the training is reviewed through monitoring the progress of the pupils, staff performance management, observations and visit from external agencies with bespoke training programs.

How do children and parents/carers at Kennall Vale School contribute their views?

What	Who	When
Home-School Book	Individual children	Daily
Informal Discussions	Pupils and Parents	Daily
Class dojo	Pupils and Parents	Daily
EYFS and Y1 Reading Diaries	Parents	Daily
I'd like my teacher to know...	Pupils	Daily
Emails	Parents	Daily
School Council	Representatives from all Classes	Weekly
Questionnaires	All pupils and parents	Termly
IPM Reviews	Parents of SEND	Termly
Pupil Voice – monitoring visits	Pupils on Record of Need	Termly
Pupil Passports	Pupils on School Record of Need	Termly

Governor monitoring	Pupils	Termly
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Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education. The school aims to keep parents fully informed and involved at all stages of the special needs graduated process. We always take account of the wishes, feelings and knowledge of parents. We encourage parents to make an active contribution to their child's education and have regular meetings at least termly to share the progress of children with additional needs with their parents. We discuss with parents, any planned outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

What specialist services and expertise are available and accessed by KVS?

We have built good relationships and worked with a number of external agencies and providers to enable us to meet the needs of our pupils. These include:

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|---------------------------------|------------------------|
| ✓ Educational Psychologist | ✓ CSupport Team |
| ✓ Speech and Language Physical | ✓ and Medical Advisory |
| Therapists | Team |
| ✓ Cognition and Learning Team | ✓ Teacher of the deaf |
| ✓ CAMHs/Bloom Occupational | ✓ Therapist |
| ✓ School Nurse TPAT SEND Lead | ✓ |
| ✓ Penhaligon's Friends TPAT | ✓ Behaviour Lead |
| ✓ Young Carers Cornwall Hearing | ✓ Support Team |
| ASD Team | |

Our involvement with these agencies changes depending on the needs of the children during the academic year. We welcome the support and expertise from these professionals to ensure we are supporting all pupils to achieve the best of their ability.

How will my child be supported with transitions during their school life?

Throughout their academic career, children will make several transitions. This may include moving to a new school, to a new Key Stage or to a new class. These changes are inevitable, and the school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

- Individual Profiles for pupils with EHCPs to enable the sharing of key information to relevant adults
- Transition meetings to include parents/carers, class teachers, teaching assistants, SENDCo and all other professionals involved in the transition process
- Class handover meetings
- Transition books or social stories to give children a clear image of the upcoming changes
- Visual countdown documents to help your child anticipate when the change is happening
- PSHE lessons with a transition focus
- Program of support for transitions designed with external professionals
- Visits to new settings with familiar staff or family members
- Visits to secondary placement schools accompanied by familiar adults
- Transition meetings with the school SENDCo, new setting SENDCos, families/carers and other appropriate professionals where necessary
- Individual 'back to school' visits during INSET days
- Home visits from Reception teachers
- Preschool visits from Reception teachers

All secondary schools we liaise with offer supported or enhanced transition programs. Kennall Vale School is a feeder primary to Penryn College, so our Year 6s have many opportunities to visit during their primary years allowing them to become familiar with the campus. The transition is also supported through timetabled outreach **from** the setting and transition days **to** the setting. Parents are also included and invited to attend review meetings here at Kennall Vale and information events at secondary school.

We help children to make class to class transitions within Kennall Vale School - including moving from EYFS to KS1 and KS1 to KS2 - by holding transition meetings between teachers and sharing knowledge and expertise in the summer term with care and consideration. There is also opportunity, when a child is transferring to a class with a different teacher, for that teacher to be part of the third term IPM review meeting along with the current adults involved and the family.

What support for improving emotional and social development do you provide?

Kennall Vale School has a holistic approach to all aspects of a child's development and well-being. Our pastoral arrangements for supporting the emotional and social development of all our children, including those with SEND, are a high priority particularly since the COVID 19 pandemic. Our measures to prevent bullying can be seen in our Anti-Bullying policy. Other measures include:

- Support for pupils who join the school
- Mentors for pupils who need additional support
- Small social groups within the classes
- Individualised pastoral support
- Circle time
- 1:1 additional support when needed.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. This can be requested from the Headteacher, Tamsin Cocks. We also work in collaboration with the Trust and the SEND Lead Chris Wilson, as part of the Trust wide SEND action plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact Tamsin Cocks, the Headteacher: tcocks@kennallvale.tpacademytrust.org